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ABSTRACT

Developed originally for juvenile offenders in the Wisconsin correctional facilities, this curriculum is organized in the same areas and format specified by the Job Training Partnership Act. It focuses on basic skills and survival (preemployment) skills identified as necessary to perform as effective adults. The five competencies covered are seeking a job, job application forms, job interview, work habits, and workers' benefits. For each competency, three to five learning objectives are identified. Classroom activities, student readings and worksheets, and supplementary materials are listed for each learning objective. A list of recommended published materials for teaching the curriculum and a list of publishers are included. Completion of each competency is measured by a criterion-referenced, 20-question multiple choice test. Each test is accompanied by a second version of that test. Answer sheets are provided. (YLB)

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JOB SKILLS

YOUTH EMPLOYMENT COMPETENCY TESTS

AND CURRICULUM GUIDE

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COMPETENCY-BASED TESTS AND CURRICULUM GUIDE FOR

JOB SKILLS

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COMPETENCY TESTS - FORMS A + B

1. Identify Resources and Procedures for Seeking a Job

##2. Complete a Job Application Form

##3. Participate Effectively in a Job Interview

4. Identify Proper Work Habits, Attitudes and Behavior

5. Describe Standard Benefits and Payroll Structure

##Performance Tests provided for these competencies.

ANSWER SHEETS

Introduction

These Youth Employment Competencies Materials have been developed for the Wisconsin Department of Public Instruction by the University of Wisconsin Employment and Training Institute. Developed originally for juvenile offenders in the Wisconsin correctional facilities, the curriculum is in the same areas and format specified by the Job Training Partnership Act (JTPA). These competencies have been adopted by the Wisconsin Job Training Coordinating Council for the state JTPA system.

The curriculum focuses on basic skills and survival skills which have been identified as necessary to perform as effective adults. Development of the competencies and micro-performance objectives (listed on the following pages) is dependent upon several nationally recognized research efforts.

In 1975 the Adult Performance Level (APL) Project of the University of Texas published the results of an extensive research project designed to measure the functional competencies of adults. Instead of emphasizing academic grade level equivalents, it focused on those tasks that are highly relevant to everyday living. These life-coping skills were categorized under five general content or knowledge areas determined to be most critical for adult performance: occupational knowledge, consumer economics, community resources, health, and government and law.

Basic skills competencies were drawn from Project Basic, Maryland's competency program. The Maryland State Department of Education and local school systems developed a total instructional program consisting of competency-inclusive curricula, appropriate instruction and assessment. Beginning in 1972 the Maryland State Department of Education surveyed state educators, students, and citizens to identify educational needs and goals. The Department prepared an approved list of goals in reading, writing, and math, 18 competencies, and 143 objectives which support these competencies. Our project draws upon this extensive research and experience in establishing basic skills competencies and performance requirements.

Uses

These materials are designed for programs which

- have high turn-over.
- are open entry, open exit.
- serve students with limited academic skills.
- require measured outcomes.

They are designed to measure competence in survival skills or "pre-employment" areas as defined by APL, and in basic skill areas of reading, writing, and math.

Measurement

For each of the 98 Youth Employment Competencies there are

- two forms of a 20 question multiple choice test.
- an 80% standard for competence in these areas.
- performance tests and criteria for scoring written exercises where applicable.

Standards

In construction of test items for the survival skill tests, University of Texas APL tests and Clovis Adult School tests were used as a gauge for determination of difficulty levels and areas to be tested. In addition, test items were reviewed by the professional staff of 23 agencies for accuracy in each area of their respective expertise. Difficulty levels for basic skills were gauged by comparison with the State of Maryland competency tests, the DPI Student Assessment tests and commercially available tests.

Format

Each competency has a set of learning objectives which provide a more specific definition of the areas of knowledge required for the successful completion of the tests for each competency.

Curriculum Materials

The curriculum materials used by ETI rely most heavily on those prepared by the Clovis, California Adult School. The Clovis Adult School, which developed extensive individualized CBE materials in each of the APL areas, has been identified by the U. S. Department of Education as an exemplary program for the National Diffusion Network. These materials are commercially available through Pitman Learning, Inc., Belmont, California. They are designed for a population with poor reading skills and for ESL students. Additional published materials are cited for each Survival Skill competency.

The basic skills curriculum in reading and writing use the State of Maryland's Project Basic Instructional Guides in Functional Reading (Volume VI) and Functional Writing (Volume 1). These books, used by Maryland teachers since 1976, provide instructional specifications and suggested learning activities for 113 learning objectives. The math tests use a standard basic skills approach, followed by numerous textbook publishers.

For each learning objective in the Job Skills and Survival Skills competency areas, the Employment & Training Institute has developed recommended classroom activities to be used with the suggested student readings and worksheets.

YOUTH EMPLOYMENT COMPETENCIES

SURVIVAL SKILLS

JOB SKILLS
- Identify Resources and Procedures for Seeking a Job
- Complete a Job Application Form
- Participate Effectively in a Job Interview
- Identify Proper Work Habits, Attitude, and Behavior
- Describe Standard Benefits and Payroll Structure
- Develop a Personal Career Plan
- Use Labor Market Information to Find Jobs

CONSUMER ECONOMICS
- Compute Net Salary
- Complete Income Tax Forms
- Identify How to Rent an Apartment
- Describe Banking Services
- Identify the Best Buy
- Understand Credit and How to Use It
- Describe Types of Utilities
- Describe a Contract
- Recognize Consumer Fraud and Know What to Do About It
- Identify How to Buy and Maintain a Car
- Describe Principles of Good Money Management

COMMUNITY RESOURCES
- Obtain Information about Community Events
- Use the Post Office and Prepare a Letter for Mailing
- Name Places to Call for Health Services
- Describe Public Assistance Programs
- Describe How Media Molds and Reflects Opinion
- Describe How to Travel Across County and In Town

GOVERNMENT AND LAW
- Identify Local, State, and Federal Officials
- Describe How to Vote
- Interpret Election Campaign Materials
- Describe How to Protect Against Common Crimes
- Identify Basic Legal Rights
- Describe Selected Legal Documents

HEALTH
- Describe First Aid Steps
- Identify a Balanced Diet
- Identify Different Drugs
- Identify Proper Dental Care
- Describe Physical Fitness
- Identify Good Health Habits
- Identify the Proper Use of Medicine

INTERPERSONAL RELATIONSHIPS
- Identify Ways to Know More About Yourself
- Define Ways to Relate Within Families
- Identify Ways of Effectively Relating to Others
- Analyze Cultural Differences
- Identify Ways to Develop Confidence and Deal with Change

YOUTH EMPLOYMENT COMPETENCIES

BASIC SKILLS

READING
- Interpret Signs and Labels
- Follow Directions in Sequential Order
- Use a Road and Street Map
- Use a Dictionary
- Use a Library
- Gain Information from Newspapers and Magazines
- Use the Phone Book as an Information Source
- Read and Write Day, Months, and Time of Day
- Use a Textbook and Reference Materials
- Read Consumer Information
- Interpret Information for the World of Work
- Interpret Forms

WRITING
- Record Personal Information for Self and Others
- Write Messages and Reports
- Write Resume and Personal Information Sheet
- Write Letters
- Complete Forms
- Write Sentences
- Write Paragraphs
- Write Compositions
- Identify Study Skills and Test Taking Skills

MATH
- Identify Whole Numbers
- Add Whole Numbers
- Subtract Whole Numbers
- Multiply Whole Numbers
- Divide Whole Numbers
- Solve Word Problems Using Whole Numbers

- Identify Fractions and Equivalent Fractions
- Add Fractions
- Subtract Fractions
- Multiply Fractions
- Divide Fractions
- Solve Word Problems Involving Fractions

- Identify Amounts of Money
- Identify Decimals
- Add Decimals
- Subtract Decimals
- Multiply Decimals
- Divide Decimals
- Convert Decimals to Fractions
- Solve Word Problems Involving Decimals

- Compare Fractions, Decimals, Percent
- Calculate Percent of a Number
- Calculate the Principal
- Solve Word Problems with Percents

- Read Graduated Scales
- Solve Problems Using Linear Measurement
- Solve Problems Using Area Measurement
- Solve Problems Using Volume Measurement

- Use Electronic Calculator

INSTRUCTIONS

Learning Objectives

For each competency, three to five learning objectives are identified. These enable the instructor and student to have a clear idea of what is expected and how the student's achievement of competence will be measured.

Student Readings and Worksheets

Students can work on competencies individually or in a classroom setting. Student readings are identified for each learning objective. LIFE SCHOOL Handouts (printed by Pitman Learning Inc.) may be duplicated for each student. LIFE SCHOOL materials marked with a shaded circle are suitable for very low-level readers. Alternative materials marked with a shaded triangle cover the same concepts and are suitable for students reading on a 3rd-4th grade level. Materials marked with a shaded diamond are designed for ESL (English as a Second Language) students.

Most of the recommended materials published by Cambridge Adult Education Company can be used by very low-level readers. The recommended materials published by Steck-Vaughn and Pitman Learning (other than LIFE SCHOOL) are useful for students reading on a slightly higher level.

Usually we recommend using the LIFE SCHOOL Handouts with all students. Other Core Materials can be used to reinforce the concepts introduced and to provide information not covered in the handouts.

Student workbooks and texts can be placed on shelves (or in a Learning Resource Center) and used as needed or purchased individually for or by each student.

Supplementary Materials

These materials can be substituted for Core Materials or used as supplementary texts and workbooks, depending on preferences of the instructor. Because of their organizational style and reading level, The APL Series by Harcourt Brace Jovanovich and LIFEWORKS Series by McGraw-Hill Book Company should be used by higher level readers.

Tests

Completion of each competency is measured by a criterion-referenced 20-question multiple choice test. To master a competency, the student must achieve a score of 80% correct. (A second version of the test is provided, as many students may need to take the test several times before mastering the competency.) Low-level readers may be given the competency tests orally.

All of the competency tests have been reviewed by agencies and practitioners in the field to insure that they measure the information required for competence in the area tested. Where appropriate, students must also successfully complete a performance exercise.

JOB SKILLS

LEARNING OBJECTIVES

1. Identify resources and procedures for seeking a job.
   A. Use help wanted ads as a source of job information and interpret selected abbreviations commonly found in them.
   B. Identify the free services provided by the state employment agency in helping people find jobs and job training.
   C. Determine how private employment agencies operate to help people find jobs for a fee.
   D. Identify the procedures involved in applying directly for jobs at company personnel offices.

2. Complete a job application form.
   A. Identify the purpose of job application forms.
   B. Read and complete those parts of a job application form asking for personal facts.
   C. Read and complete those parts of a job application form asking about job interests and job skills.
   D. Read and complete that part of a job application form asking for references.
   E. Read and complete those parts of a job application form asking for education and employment records.

3. Demonstrate ability to participate effectively in a job interview.
   A. Identify the purpose of job interviews.
   B. Identify the necessary steps in getting ready for a job interview.
   C. Differentiate between appropriate and inappropriate behavior during a job interview.

4. Identify proper work habits, attitude and behavior.
   A. Identify the purpose of the probation period at the start of a new job.
   B. Identify appropriate behavior in learning the job and working with others.
   C. Distinguish between good and bad work habits.
   D. Identify the factors that make up a positive job attitude.
   E. Recognize acceptable ways of dealing with problems at work.

5. Describe standard benefits and payroll structures.
   A. Define basic terms about wages and salary, identify standard paycheck deductions, and do simple computations related to salary.
   B. Identify and describe common company benefits.
   C. Identify the purpose of workers' compensation and describe the benefits it provides.
   D. Identify the purpose of unemployment insurance and disability insurance and describe the benefits they provide.

YOUTH EMPLOYMENT COMPETENCIES

SEEKING A JOB

COMPETENCY: 1. Identify resources and procedures for seeking a job. To complete this competency you must take a written exam and score at least 80%.

PURPOSE: You possess a lot of ability, interest, and now an education. These are an important first step in obtaining a meaningful job. But only the first step. You are now going to have to organize yourself, work hard, and learn to sell yourself as a product in a very competitive market.

LEARNING OBJECTIVES:

A. Use help wanted ads as a source of job information and interpret selected abbreviations commonly found in them.
B. Identify the free services provided by the state employment agency in helping people find jobs and job training.
C. Determine how private employment agencies operate to help people find jobs for a fee.
D. Identify the procedures involved in applying directly for jobs at company personnel offices.

JOB SKILLS

LEARNING OBJECTIVE:

SEEKING A JOB

1 - A

Use help wanted ads as a source of job information.

CLASSROOM ACTIVITIES

1. Show students pictures of occupations (from Job Search, LIFE SCHOOL, pp. 32-34, or from magazines). Ask them to find a want-ad in your local papers for each job pictured. Discuss the different titles that might be used for each job.
2. Discuss student readings and handouts.
3. Ask students to find jobs listings in the want-ads that interest them. For each job have them list the job title, skills required, salary, and working hours.
4. For each job the students find in #3, have them list the person to contact, how to make the contact, and important things to say (based on the ad).
5. Assign students to find 2 wants-ads a day (for a week) that interest them. For each ad, list the items in #3 and #4 above.

STUDENT READINGS AND WORKSHEETS

1. Job Search, LIFE SCHOOL, Handouts #1-2, 3 or 4, 5-6.
2. Finding Work, Follett Coping Skills Series, pp. 10-15, 18.
3. Finding a Job, (Pitman), pp. 15-24.

SUPPLEMENTARY MATERIALS

1. Using the Want Ads, (Janus), pp. 25-35.
2. Getting Ready for the World of Work, LIFEWORKS, pp. 125-143, 145-159.
3. How to Get a Job and Keep It, (Steck-Vaughn), pp. 15-19.
4. Solving Life Problems in Occupational Knowledge, Level 2, pp. 70-71.
5. Solving Life Problems in Occupational Knowledge, Level 3, pp. 56-64.
6. Me & Jobs, LIFE SKILLS, pp. 15-24.
7. A Realistic Job Search, LIFEWORKS, pp. 51-59.

JOB SKILLS

LEARNING OBJECTIVE:

SEEKING A JOB

1 - B

Identify the free services provided by the state employment agency in helping people find jobs and job training.

CLASSROOM ACTIVITIES

1. Invite a speaker from Wisconsin Job Service to discuss the services they provide and what they expect of job applicants.
2. Discuss students readings and handouts.
3. Use the phone book to locate the nearest Wisconsin Job Service office. Call to find out the hours this office is open for clients.

STUDENT READINGS AND WORKSHEETS

1. Job Search, LIFE SCHOOL, Handouts #7-8, 9 or 10, 11.
2. Finding Work, Follett Coping Skills Series, pp. 21-25.
3. Finding a Job, (Pitman), pp. 26-27.

SUPPLEMENTARY MATERIALS

1. Solving Life Problems in Occupational Knowledge, Level 1, pp. 67-71.
2. Solving Life Problems in Occupational Knowledge, Level 2, pp. 59-61.
3. Where To Go, Who To See, What To Do, Revised, (Steck-Vaughn), pp.43-45.
4. Occupational Knowledge: Reading Book, (APL Series), pp. 61-67; Student Workbook, p. 53.

JOB SKILLS

LEARNING OBJECTIVE:

SEEKING A JOB

1 - C

Determine how private employment agencies operate to help people find jobs for free.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.
2. Ask students to role-play calling private (for-profit) agencies to ask about job openings. Discuss questions the students should ask.
3. Discuss advantages and disadvantages of working through temporary employment agencies.
4. List on the chalkboard the non-profit community-based employment agencies in your area. Describe the services available at these agencies. (Distribute brochures if available.)
5. Invite a representative from one of the community-based agencies to discuss the services they offer people looking for work.

STUDENT READINGS AND WORKSHEETS

1. Job Search, LIFE SCHOOL, Handouts #12-13, 14, or 15, 16.
2. Finding Work, Follett Coping Skills Series, pp. 5-9.
3. Finding a Job, (Pitman), pp. 28-32.

SUPPLEMENTARY MATERIALS

1. Getting Ready for the World of Work, LIFEWORKS, pp. 65-78.
2. Solving Life Problems in Occupational Knowledge, Level 1, pp. 71-74.
3. Solving Life Problems in Occupational Knowledge, Level 2, pp. 62-64.
4. Where To Go, Who To See, What To Do, Revised, (Steck-Vaughn), p. 50.
5. Occupational Knowledge: Reading Book,(The APL Series), pp. 68-75; Student Workbook, pp. 51-52, 54-57.

JOB SKILLS

LEARNING OBJECTIVE:

SEEKING A JOB

1 - D

Identify the procedures involved in applying directly for jobs at company personnel offices.

CLASSROOM ACTIVITIES

1. Ask students to find the name, address, phone number and kind of work provided by area employers. Use listings from the phone book, Chamber of Commerce or local business organizations.
2. Discuss student readings and worksheets.
3. Ask students to role-play applying for a job at a company personnel office. (If possible, tape record the conversation so the student can assess his or her performance.)

STUDENT READINGS AND WORKSHEETS

1. Job Search, LIFE SCHOOL, Handouts #17, 18 or 19, 20.

SUPPLEMENTARY MATERIALS

1. Solving Problems in Occupational Knowledge, Level 1, pp. 66-67.
2. A Realistic Job Search, LIFEWORKS, pp. 61-71.
3. Me & Jobs, LIFE SKILLS Series, p. 34.
4. Occupational Knowledge: Reading Book, (The APL Series), pp. 98-101.

YOUTH EMPLOYMENT COMPETENCIES

JOB APPLICATION FORMS

COMPETENCY: 2. Complete a job application form. To complete this competency you must take an exam scoring at least 80% and complete a job application form scoring at least 80% on a performance checklist.

PURPOSE: The job application plays a very important part in helping you obtain a meaningful job. If you are unable to express clearly your factual information on paper, your application will be glanced at and then placed to one side. The employer will go on to other applicants who have not "undersold" themselves.

LEARNING OBJECTIVES:

A. Identify the purpose of job application forms.
B. Read and complete those parts of a job application form asking for personal facts.
C. Read and complete those parts of a job application form asking about job interests and job skills.
D. Read and complete that part of a job application form asking for references.
E. Read and complete those parts of a job application form asking for education and employment records.

JOB SKILLS

LEARNING OBJECTIVE:

JOB APPLICATION FORMS 2 - A

Identify the purpose of job application forms.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.
2. Share samples of actual application forms used by local businesses and government offices.
3. Discuss things an employer can learn about an applicant from the way he or she completes an application form.
4. Talk about reasons why many employers require applicants to fill out an application form before they give an interview.

STUDENT READINGS AND WORKSHEETS

1. Job Application, LIFE SCHOOL, Handouts #1 or 2, 3.
2. Finding a Job, (Pitman), p. 47.

SUPPLEMENTARY MATERIALS

1. Solving Life Problems in Occupational Knowledge, Level 1, pp. 100-102.
2. How to Get a Job and Keep It, (Steck-Vauhgn), pp. 29-33.
3. Getting Ready for the World of Work, LIFEWORKS, pp. 5-12, 17-22.
4. My Job Application File, (Janus), p. 5.
5. Occupational Knowledge: Reading Book, (The APL Series), pp. 81-85.

JOB SKILLS

LEARNING OBJECTIVE:

JOB APPLICATION FORMS 2 - B

Read and complete those parts of a job application form asking for personal facts.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.
2. Write the following terms on the chalkboard and discuss their meaning: applicable, employee, employer, marital status, qualifications, residence.
3. Distribute job application forms and ask students to identify the personal information required. Discuss appropriate answers.
4. Meet with each student to evaluate their answers on sample application forms and talk about ways to improve these answers.
5. Ask students to fill out index cards with personal data requested on most job application forms.

STUDENT READINGS AND WORKSHEETS

1. Job Application, LIFE SCHOOL, Handouts #4 - 8.
2. Finding Work, Follett Coping Skills Series, pp. 45-47, 51-55.
3. Finding a Job, (Pitman), pp. 48-51.

SUPPLEMENTARY MATERIALS

1. Getting Ready for the World of Work, LIFEWORK, pp. 23-46.
2. Me & Jobs, LIFE SKILLS, pp. 74-77.
3. My Job Application File, (Janus), pp. 6-7, 10-15.

JOB SKILLS

LEARNING OBJECTIVE:

JOB APPLICATION FORMS 2 - C

Read and complete those parts of a job application form asking about job interests and job skills.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.
2. Write on the chalkboard the names of a variety of entry-level jobs. Discuss the possible hours and starting pay that might be expected for each job.
3. Write on the chalkboard the names of entry-level jobs the students might be interested in seeking. Brainstorm on job skills and personal skills that might help an individual get each of these jobs.
4. Have students look through local employers' application forms to find job interest questions. Discuss the best ways to respond to these questions.
5. Ask students to list their job skills and job interests on their index cards.

STUDENT READINGS AND WORKSHEETS

1. Job Application, LIFE SCHOOL, Handouts #9 - 11.
2. Finding Work, Follett Coping Skills series, pp. 29-44, 58-60.
3. Finding a Job, (Pitman), pp. 54-55.

SUPPLEMENTARY MATERIALS

1. My Job Application File, (Janus), pp. 18-19.
2. Get Hired!, (Janus), pp. 11-18, 23-26, 31-38.

JOB SKILLS

LEARNING OBJECTIVE:

JOB APPLICATION FORMS 2 - D

Read and complete that part of a job application form asking for references.

CLASSROOM ACTIVITIES

1. Discuss what kind of people should be sought for job references.
2. Ask each student to list 3 people he or she would like to use as references. Meet with each student to discuss the appropriateness of each choice.
3. Have each student contact their reference choices to find out whether they are willing to have their names used. Have students list these names (with job title, address and phone number) on their index cards.

STUDENT READINGS AND WORKSHEETS

1. Job Application, LIFE SCHOOL, Handouts #12 or 13, 14.
2. Finding a Job, (Pitman), p. 56.

SUPPLEMENTARY MATERIALS

1. My Job Application File, (Janus), pp. 20-21

JOB SKILLS

LEARNING OBJECTIVE:

JOB APPLICATION FORMS 2 - E

Read and complete those parts of a job application form asking for education and employment records.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.
2. Have students look through local employers' application forms to find the various kinds of questions asked about education and employment. Talk about ways to answer these questions.
3. Ask students to add their education and employment history to their index cards.
4. Give students sample job application forms to complete. Meet with each student to suggest ways they can improve their answers.

STUDENT READINGS AND WORKSHEETS

1. Job Application, LIFE SCHOOL, Handouts #15 - 17.
2. Finding Work, Follett Coping Skills Series, pp. 45-50.
3. Finding a Job, (Pitman), pp. 52-55, 57-58.

SUPPLEMENTARY MATERIALS

1. Getting Ready for the World of Work, LIFEWORKS, pp. 47-64, 89-105.
2. Me & Jobs, LIFE SKILLS, pp. 74-79.
3. My Job Application File, (Janus), pp. 8-9, 16-17, 25-48.
4. Occupational Knowledge: Student Workbook, (The APL Series), pp. 66-74.

YOUTH EMPLOYMENT COMPETENCIES

JOB INTERVIEW

COMPETENCY: 3. Demonstrate ability to participate effectively in a job interview. To complete this competency you must take a written exam scoring at least 80% correct, and participate in an interview scoring at least 80% on a performance checklist.

PURPOSE: A job interview is your showcase for merchandising your talents. During the interview an employer judges your qualifications, appearance, and general fitness for the job opening. It is your opportunity to convince the employer that you can make a real contribution to the firm.

Equally important, it gives you a chance to appraise the job and the employer. It enables you to decide if the job meets your career needs and interests and whether the employer is of the type and caliber for whom you want to work.

LEARNING OBJECTIVES:

A. Identify the purpose of job interviews.
B. Identify the necessary steps in getting ready for a job interview.
C. Differentiate between appropriate and inappropriate behavior during a job interview.

JOB SKILLS

LEARNING OBJECTIVE:

JOB INTERVIEW

3 - A

Identify the purpose of job interviews.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.
2. Ask students to practice phoning an employer to arrange for an interview. If possible, tape the exercise. Discuss the student's performance.
3. Invite an employer to the class to talk about what employers expect in a job interview and the qualities they look for in a potential employee.

STUDENT READINGS AND WORKSHEETS

1. Job Interview, LIFE SCHOOL, Handouts #1 or 2, 3.
2. Job Interviews, Follett Coping Skills Series, pp. 5-9.
3. Finding a Job, (Pitman), p. 59.

SUPPLEMENTARY MATERIALS

1. A Realistic Job Search, LIFEWORKS, pp. 97-103.
2. Get Hired!, (Janus), pp. 19-22.
3. Occupational Knowledge: Reading Book (The APL Series), pp. 93-97; Student Workbook, p. 78.

JOB SKILLS

LEARNING OBJECTIVE:

JOB INTERVIEW

3 - B

Identify the necessary steps in getting ready for a job interview.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.
2. Write on the chalkboard questions students might be asked at a job interview. Have each student write their answers to these questions on a sheet of paper. As a class (or privately, when appropriate) discuss the possible responses.
3. After discussing proper dress for job interviews, ask students to come to class dressed for an interview.
4. Get students together in groups of two. Ask one student to apply for a job and the other student to play the boss asking interview questions (from Job Interviews, Follett, pp. 45-46 or a similar list). Discuss the experience. Have students change roles and repeat.

STUDENT READINGS AND WORKSHEETS

1. Job Interview, LIFE SCHOOL, Handouts #4-5,6 or 7, 8-9.
2. Job Interviews, Follett Coping Skills Series, pp. 10-23, 29-64.
3. Finding a Job, (Pitman), pp. 60-61.

SUPPLEMENTARY MATERIALS

1. How to Get a Job & Keep It, (Steck-Vaughn), pp. 37-46.
2. A Realistic Job Search, LIFEWORKS, pp. 104-117.
3. Solving Life Problems in Occupational Knowledge, Level 1, pp. 118-127.
4. Solving Life Problems in Occupational Knowledge, Level 3, pp. 82-96.
5. Get Hired!, (Janus), pp. 7-14, 23-26, 39-42.
6. Occupational Knowledge: Student Workbook, (The APL Series), pp. 79-82.

JOB SKILLS

LEARNING OBJECTIVE:

JOB INTERVIEW

3 - C

Differentiate between appropriate and inappropriate behavior during a job interview.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.
2. Have students develop their own interview checklists identifying at least ten indicators of attitudes and behaviors appropriate to a successful interview.
3. Set up a mock interview (with 2 students) which contains both appropriate and inappropriate behaviors and attitudes. Have the class evaluate the interviews using their own checklists.
4. Conduct an interview of each student for a job of interest to the student. If possible, videotape or tape record the interview. Discuss the student's strong and weak points in the interview.

STUDENT READINGS AND WORKSHEETS

1. Job Interview, LIFE SCHOOL, Handouts #10 or 11, 12-14, 15 or 16, 17-18.
2. Job Interviews, Follett Coping Skills Series, pp. 24-28.
3. Finding a Job, (Pitman), pp. 62-67.

SUPPLEMENTARY MATERIALS

1. A Realistic Job Search, LIFEWORKS, pp. 119-126, 144-155.
2. Occupational Knowledge: Reading Book, (The APL Series), pp. 102-111; Student Workbook, p. 53.

YOUTH EMPLOYMENT COMPETENCIES

WORK HABITS

COMPETENCY: 4. Identify proper work habits, attitude and behavior. To complete this competency, you must take a written exam and score at least 80%.

PURPOSE: Just as important as getting a job is keeping a job. You will need to learn the types of behavior and work habits that employers expect and demand of their workers. Your ability to keep a job will depend on your ability to get along with others and to maintain a positive attitude.

LEARNING OBJECTIVES:

A. Identify the purpose of the probation period at the start of a new job.
B. Identify appropriate behavior in learning the job and working with others.
C. Distinguish between good and bad work habits.
D. Identify the factors that make up a positive job attitude.
E. Recognize acceptable ways of dealing with problems at work.

JOB SKILLS

LEARNING OBJECTIVE:

WORK HABITS
4 - A

Identify the purpose of the probation period at the start of a new job.

CLASSROOM ACTIVITIES

1. Ask a representative from a union to talk to the class about problems new workers often face on the job and how a new worker can get the most out of his/her first days on the job.

2. Discuss student readings and worksheets.

STUDENT READINGS AND WORKSHEETS

1. On the Job, LIFE SCHOOL, Handouts #1 or 2, 3.

2. Keeping a Job, (Pitman), pp. 3 - 12.

3. Working with Others, Revised, (Steck-Vaughn), pp. 43-49.

SUPPLEMENTARY MATERIALS

1. Success at Work, (Steck-Vaughn), pp. 38-40.

2. Solving Life Problems in Occupational Knowledge, Level 1 pp. 151-162.

3. Don't Get Fired, (Janus), pp. 5-10.

JOB SKILLS

LEARNING OBJECTIVE:

WORK HABITS
4 - B

Identify appropriate behavior in learning the job and working with others.

CLASSROOM ACTIVITIES

1. Ask two students to act out "Following Company Rules" (On the Job, LIFE SCHOOL, p. 206). Discuss why employees shouldn't use company phones for personal calls.

2. Discuss student reading and worksheets.

3. Divide the class into small groups and have the groups determine some DO's and DON'Ts on the job.

4. Distribute copies of "Case Studies One and Two" (On the Job, LIFE SCHOOL, p. 207). Ask a volunteer to read each case study and discuss what advice the students would give these workers.

STUDENT READINGS AND WORKSHEETS

1. On the Job, LIFE SCHOOL, Handouts #4 - 6.

2. Keeping a Job, Follett Coping Skills Series, pp. 5 - 16.

3. Keeping a Job, (Pitman), pp. 13-20.

SUPPLEMENTARY MATERIALS

1. The Reality of Work & Promotion, LIFEWORKS pp. 35-46.

2. Success at Work, (Steck-Vaughn), pp. 28-29, 32-33, 35-36.

3. Solving Life Problems in Occupational Knowledge, Level 1, pp. 150-162.

4. Solving Life Problems in Occupational Knowledge, Level 2, pp. 95-100.

5. Solving Life Problems in Occupational Knowledge, Level 3, pp. 108-113.

6. Attitudes on the Job, LIFE SKILLS Series, pp. 36-61.

7. Don't Get Fired!, (Janus), pp. 11-26.

8. Occupational Knowledge: Reading Book, (The APL Series), pp. 147-148; Student Workbook, p. 129.

JOB SKILLS

LEARNING OBJECTIVE:

WORK HABITS
4 - C

Distinguish between good and bad work habits.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.

2. Ask groups of students to role-play appropriate and inappropriate behaviors for job situations, e.g. a grocery store clerk who doesn't like routine tasks, a farm worker who doesn't listen to directions, etc. Discuss the skits in terms of behavior needed to do tasks and human relations skills needed.

3. Distribute copies of "Case Studies 3, 4, and 5" (On the Job, LIFE SCHOOL, p. 208). Ask a volunteer to read each case study. Discuss what advice the students would give each of these workers.

STUDENT READINGS AND WORKSHEETS

1. On the Job, LIFE SCHOOL, Handouts #7 or 8, 9 - 11.

2. Keeping a Job, Follett Coping Skills Series, pp. 58-59.

3. Attitudes on the Job, LIFE SKILLS Series, pp. 16-26.

SUPPLEMENTARY MATERIALS

1. The Reality of Work & Promotion, LIFEWORKS, pp. 47-53.

2. Solving Life Problems in Occupational Knowledge, Level 3, pp. 134-143.

3. How to Get a Job and Keep It, (Steck-Vaughn), pp. 54-57.

4. Success at Work, (Steck-Vaughn), pp. 24-26, 42-44.

5. Don't Get Fired!, (Janus), pp. 27-56.

6. Occupational Knowledge: Reading Book, (The APL Series), pp. 149-154; Student Workbook, pp. 130-131.

JOB SKILLS

LEARNING OBJECTIVE:

WORK HABITS
4 - D

Identify the factors that make up a positive job attitude.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.
2. Distribute copies of "Case Studies 6 and 7," (On the Job, LIFE SCHOOL p. 209). Ask a volunteer to read each case study. Discuss these situations and what changes the workers should consider.
3. Invite a worker to class to describe his or her job and to talk about what kind of attitudes his/her employer expects on the job.

STUDENT READINGS AND WORKSHEETS

1. On the Job, LIFE SCHOOL, Handouts #12 or 13, 14 - 16.
2. Keeping a Job, Follett Coping Skills Series, pp. 17-27, 39-42, and 49-55.
3. Keeping a Job, (Pitman), pp. 21-32.
4. Working with Others, Revised, (Steck-Vaughn), pp. 58-61.

SUPPLEMENTARY MATERIALS

1. Success at Work, (Steck-Vaughn), pp. 1-3, and 11-13.
2. Solving Life Problems in Occupational Knowledge, Level 1, pp. 162-165.
3. Attitudes on the Job, LIFE SKILLS Series, pp. 27-35.
4. Don't Get Fired, (Janus), pp. 49-52, p. 63.
5. Occupational Knowledge: Reading Book, (The APL Series), pp. 158-160; Student Workbook, pp. 136-317.

JOB SKILLS

LEARNING OBJECTIVE:

WORK HABITS
4 - E

Recognize acceptable ways of dealing with problems at work.

CLASSROOM ACTIVITIES

1. Assign students to interview their parents and friends about problems they have encountered on the job. Ask students to act out some of these situations. Discuss how workers might deal with these problems.

2. Discuss student readings and worksheets.

STUDENT READINGS AND WORKSHEETS

1. On the Job, LIFE SCHOOL, Handouts #17 - 20.

2. Keeping a Job, Follett Coping Skills Series, pp. 31-38, 43-48, and 56-57.

3. Keeping a Job, (Pitman), pp. 53 - 62.

4. Working with Others, (Steck-Vaughn), pp. 49 - 58.

SUPPLEMENTARY MATERIALS

1. Success at Work, (Steck-Vaughn), pp. 7-9, 59-61, and 65-67.

2. Solving Life Problems in Occupational Knowledge, Level 2, pp. 127-132.

3. Don't Get Fired!, (Janus), pp. 53-57.

4. Occupational Knowledge: Reading Book, (The APL Series), pp. 157, 161-165; Student Workbook, pp. 133-135.

YOUTH EMPLOYMENT COMPETENCIES

WORKERS' BENEFITS

COMPETENCY: 5. Describe standard benefits and payroll structures. To complete this competency, you must take a written exam and score at least 80%.

PURPOSE: Once you start looking for a job, you will have to choose the importance of benefits to you and your family. Your payroll check may have deductions for these benefits. It is important that you learn the payroll and benefit structure of your employer to gain the full benefit and protection your employer has to offer.

LEARNING OBJECTIVES:

A. Define basic terms about wages and salary, identify standard paycheck deductions, and do simple computations related to salary.
B. Identify and describe common company benefits.
C. Identify the purpose of workers' compensation and describe the benefits it provides.
D. Identify the purpose of unemployment insurance and disability insurance and describe the benefits they provide.

JOB SKILLS

LEARNING OBJECTIVE:

WORKERS' BENEFITS
5 - A

Define basic terms about wages and salary, identify standard paycheck deductions, and do simple computations related to salary.

CLASSROOM ACTIVITIES

1. Give students a variety of hourly rates to practice computing salaries for a day, week, month, and year. Calculate "time and a half" for several of these rates.

2. Discuss why government taxes are taken from each paycheck rather than collected at the end of the year.

3. Bring to class sample paychecks and earnings statements (or prepare some for typical entry-level jobs, blackening out all names on the forms). Ask students to practice reading these.

STUDENT READINGS AND WORKSHEETS

1. Workers' Benefits, LIFE SCHOOL, Handouts #1 - 5.
2. Keeping a Job, Follett Coping Skills Series, pp. 28-30.
3. Finding a Job, (Pitman), pp. 68 - 71.
4. Working with Others, Revised, (Steck-Vaughn), pp. 63-74.

SUPPLEMENTARY MATERIALS

1. The Reality of Work and Promotion, LIFEWORKS, pp. 57-76.
2. Solving Life Problems in Occupational Knowledge, Level 2, pp. 104-118.
3. Solving Life Problems in Occupational Knowledge, Level 3, pp. 118-127.
4. Attitudes on the Job, LIFE SKILLS Series, pp. 109-110.
5. Where to Go, Who to See, What to Do, (Steck-Vaughn), pp. 57-58.
6. Occupational Knowledge: Reading Book, pp. 117-120, 123-131; Student Workbook, pp. 97-99, 109-118.

JOB SKILLS

LEARNING OBJECTIVE:

WORKERS' BENEFITS
5 - B

Identify and describe common company benefits.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.
2. Have students compare the benefits of two or more companies and select the best one.
3. Ask students to underline or list benefits advertised for jobs listed in the want ads.

STUDENT READINGS AND WORKSHEETS

1. Workers' Benefits, LIFE SCHOOL, Handouts #6 - 7, 8 or 9, and 10.
2. Finding a Job, (Pitman), pp. 72-73.
3. Keeping a Job, Follett Coping Skills Series, pp. 32 - 33.

SUPPLEMENTARY MATERIALS

1. You and the World of Work, LIFEWORKS, pp. 113-125.
2. The Reality of Work and Promotion, LIFEWORKS, pp. 113-125.
3. Solving Life Problems in Occupational Knowledge, Level 1, pp. 187 - 200
4. Solving Life Problems in Occupational Knowledge, Level 2, pp. 87-94.
5. Occupational Knowledge: Reading Book, (The APL Series), pp. 132-134, 137-138; Student Workbook, pp. 119-120, 122.

JOB SKILLS LEARNING OBJECTIVE:

WORKERS' BENEFITS
5 - C

Identify the purpose of workers' compensation and describe the benefits it provides.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.
2. Discuss situations in which workers would be eligible (or ineligible) for workers' compensation. For each situation, list the kinds of benefits the worker or his/her family might receive.

STUDENT READINGS AND WORKSHEETS

1. Workers' Benefits, LIFE SCHOOL, Handouts #11-12, 13 or 14, and 15.

SUPPLEMENTARY MATERIALS

1. The Reality of Work and Promotion, LIFEWORKS, pp. 19 - 29.
2. Where to Go, Who to See, What to Do, (Steck-Vaughn), pp. 53 - 54.

JOB SKILLS

LEARNING OBJECTIVE:

WORKERS' BENEFITS
5 - D

Identify the purpose of unemployment insurance and disability insurance and describe the benefits they provide.

CLASSROOM ACTIVITIES

1. Discuss student readings and worksheets.
2. List on the chalkboard and discuss the qualifications for unemployment compensation.
3. List and discuss reasons why a worker might be ineligible for unemployment compensation.

STUDENT READINGS AND WORKSHEETS

1. Workers' Benefits, LIFE SCHOOL, Handouts #16-17, 18 or 19, and 20.

SUPPLEMENTARY MATERIALS

1. The Reality of Work and Promotion, LIFEWORKS, pp. 115 - 125.
2. Where to Go, Who to See, What to Do, (Steck-Vaughn), pp. 51 - 54.

RECOMMENDED MATERIALS FOR TEACHING

J O B S K I L L S

RECOMMENDED CORE MATERIALS	PUBLISHER	COST
1. LIFE SCHOOL: Occupational Knowledge	Pitman Learning	$72.45
Job Search		
Job Application		
Job Interview		
On the Job		
Workers' Benefits		
2. Finding a Job	Pitman Learning	3.30
3. Keeping a Job	Pitman Learning	3.30
4. Follett Coping Skills Series	Cambridge	
Finding Work		2.95
Teacher's Guide		1.35
Job Interviews		2.95
Teacher's Guide		1.35
Keeping a Job		2.95
Teacher's Guide		1.35
5. Get Hired!	Janus Book	3.40
6. Don't Get Fired!	Janus Book	3.40
7. Working With Others	Steck-Vaughn	3.15

SUPPLEMENTAL MATERIALS	PUBLISHER	COST
1. Using the Want Ads	Janus Book	3.30
2. My Job Application File	Janus Book	2.70
3. How to Get a Job and Keep It	Steck-Vaughn	2.58
4. Success at Work	Steck-Vaughn	3.18
5. Where to Go, Who to See, What to Do (Revised)	Steck-Vaughn	3.15
6. LIFEWORKS Series:	McGraw-Hill	
The Reality of Work and Promotion		6.96
A Realistic Job Search		6.96
Getting Ready for the World of Work		6.96
Realizing What's Available in the World of Work		6.96
You and the World of Work		6.96
7. LIFE SKILLS Series:	Educational Design	
Me & Jobs		4.20
Attitudes on the Job		4.20
8. Solving Life Problems in Occupational Knowledge	McGraw-Hill	
Level 1		5.95
Level 2		5.95
Level 3		5.95
9. The APL (Adult Performance Level) Series: Occupational Knowledge	Harcourt Brace Jovanovich	
Reading Book		4.60
Student Workbook		4.00
Teacher's Manual		3.30
Teacher's Kit (includes read-along cassette tapes)		30.00
10. Entering the World of Work	McKnight	
Student Text		14.46
Activities Manual		7.29
Instructor's Guide		5.28
11. Succeeding in the World of Work	McKnight	

	PUBLISHER	COST
11. Succeeding in the World of Work	McKnight	
Student Text		$19.28
Activities Manual		7.29
12. Project Basic Instructional Guide Volume IV: World of Work	Maryland State Department of Education	4.00

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(415) 592-7810

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(608) 255-4581

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St. Paul, MN 55165
(800) 328-2209

Use of Competency Test Materials

-- One master copy of these tests and answer sheets should be maintained in a central office location.

-- A second set of tests should be made for use in the student testing center. These tests should be secured at all times and should not be available for classroom use.

-- Students should not write on the tests. Scrap paper should be provided where appropriate, i.e. for math tests.

-- We have enclosed an answer sheet form which can be duplicated for student use, or commercial test forms can be used.

-- There is no time limit for these tests, but each test should be completed at one sitting.

-- Tests should not be returned to the students after they are graded. Instructors may wish to review with students areas they had difficulty with on the test.

-- Two tests (A + B) are provided for each competency. Either test can be used to measure competence. Students who fail one test should be given the second form after they have completed additional study. The two test versions can also be used to minimize cheating when several students are tested at the same time.

Performance Tests

-- Duplicate copies will be needed of performance tests since students will be asked to write on these papers and their scores will be recorded on the checklist sheet.

-- Copies of the checklists (only!) should be available to the students in the classroom. These checklists provide the measures by which student performance will be judged and should be studied by the students prior to taking the performance test.

--The job application form used in the "Complete a Job Application Form" should be secured in the testing center. This form should not be returned to the student. The instructor (or evaluator) should go over the completed application form with the student discussing strong and weak points, and then return the form to the testing center.

THESE TESTS MAY BE REPRODUCED WITHOUT PERMISSION FROM THE EMPLOYMENT & TRAINING INSTITUTE.

STUDENT NAME _____ Date _____

Competency Test for _____ Form _____

General Area _____

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D

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Interpersonal Relationships

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JOB SKILLS

"Identify Resources and Procedures for Seeking a Job"

Test Form A

DIRECTIONS: DO NOT WRITE ON THIS TEST! If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this test is to determine if you can identify resources and procedures for seeking a job.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the questions or completes the sentence. Mark this choice on the answer sheet provided by your instructor. To master this exam you must correctly answer at least 16 out of 20 (80%) items.

1. Where would you look in the newspaper to find the list of job openings for the area?

   A. the local news section
   B. the entertainment and travel section
   C. the classified ads section
   D. the sports and investments section

2. When you find a job listing in the want ads which interests you, you should

   A. call immediately no matter what the ad says.
   B. apply in person within the next two weeks.
   C. send in your resume from your last job.
   D. read the ad carefully and do as directed.

Use the ad section at the right to answer questions #3-5.

SCHOOL BUS DRIVERS Must be 21 or older with a school bus license and a clear record for the past 3 yrs. If you fit these qualifications apply in person at School Rde, 3850 N Hanon Mon.-Fri. 9-3

SHOPPERS

We are looking for individuals to perform retail shopping services. Experience helpful. Immediate full and part time positions available. Must be willing to drive within a 75-100 mile radius of Milwaukee as needed. Must be bondable. Call Mr. Kellerman for appointment 351-5562

Telephone Solicitors

6 responsible people needed immediately. Start at $3.35-hr plus bonuses part time, 24 hrs.-wk. We train you no experience needed. Apply in person 10-2 at 6762 W. Beloit West Allis

TELEPHONE SALES
Part time-Full time
Our office. Must call 272-2798

TREE TRIMMERS
Experienced only. Full time, year [illegible] hours 367-3897

TRUCK DRIVERS
2 yrs. experience over the road, write V-204 Journal

[redacted]WAITRESS
Pitch's Club 113, 11302 W Bluemound apply in person after 2

WAITRESS
Full time, International House of Pancakes, 1733 W. Wisconsin Av. Apply in person.

3. How should you apply for the TELEPHONES SALES job?

   A. in person
   B. by phone
   C. by mail
   D. by telegraph

4. Which of the following could you expect if you took the TELEPHONE SOLICITOR job?

   A. $3.50 per hour
   B. full time work
   C. training
   D. bonuses

5. Based on the way this sample of classified ads is organized, where would you expect to find a listing for a part time job as a COOK paying at least $100 per week?

   A. under "Cook"
   B. under "Part-time"
   C. under "Food Job "
   D. under "$100 Jobs"

6. A want-ad says SALARY NEGOTIABLE. This means

   A. you can decide how much you want to be paid.
   B. the employer will set the salary based on past salaries.
   C. you and the employer will decide on a salary together.
   D. the salary will be the minimum wage.

7. Which of the following best describes the advantages of using the Wisconsin Jobs Service?

   A. no cost; provides job counseling, skills testing, listings of some job openings
   B. little red tape to go through, cost based on ability to pay
   C. no crowds, provides contact with all possible employers in the area
   D. no cost, used by all employers, no forms to fill out

8. The most expensive way to get help in finding a job is to go to

   A. a school counselor.
   B. company personnel offices.
   C. private (for-profit) employment agencies.
   D. state employment agencies.

BEST COPY AVAILABLE

9. Community-based non-profit employment agencies often provide employment services. What is an advantage of using these agencies?

   A. Their services are free.
   B. They often offer job counseling and assessment programs.
   C. They help clients find training programs and make referrals for education classes.
   D. all of the above

10. If you go to Wisconsin Job Service for help in finding a job, what do you have to pay if they help you get a job?

   A. nothing
   B. one week's salary
   C. a fee based on your income
   C. a flat rate per interview

11. You are looking for a job. As you walk down the street you see a help wanted sign in a store window. The best thing for you to do is

   A. go right home and call the store owner.
   B. go right in and apply for the job.
   C. write a letter of application to the owner.
   D. forget it. The job is probably filled.

12. Which sources of job information should you consider when hunting for a job?

   A. family and friends
   B. Wisconsin Job Service
   C. community-based employment agencies
   D. all of the above

13. One way to find a job is to go to the state Job Service office. The best reason to do this is

   A. they usually have a lot of jobs listed.
   B. every employer asks them to find workers.
   C. very few people go there to find a job.
   D. you will not have to wait in line for service.

14. When you go directly to a company to apply for a job, you should

   A. ask for the boss.
   B. demand an interview.
   C. talk with other employees.
   D. ask for the personnel department.

15. Fernando is looking for a job. He needs help finding out what he can do and what kind of educational programs could help him advance in his job. Which of the following agencies could probably help Fernando?

A. private employment agency
B. temporary help agency
C. community-based agency
D. company personnel offices

16. If you go to a private (for-profit) employment agency for help in getting a job, you should ask

A. whether they like your clothes.
B. who will pay for the service.
C. how much money the agency makes each year.
D. all of the above

Questions #17-18 are based on the following want ad.

NURSERY HELPER

weekends
Minimum Wage To Start

No experience necessary - will train

Must have driver's license

Call in person

Ask for manager

Ace Garden Center
300 Main St

17. What kind of work would you do on this job?

A. help out in a nursery school
B. sell clothes for children
C. work with nurses in a hospital
D. take care of plants and trees

18. What must you do to apply for this job?

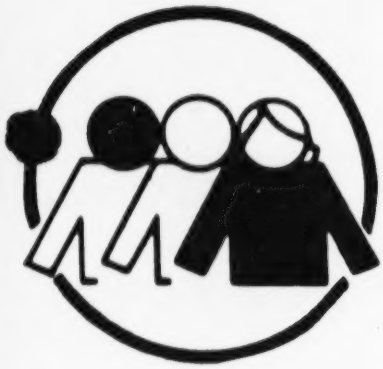
A. send your resume to the Ace Garden Shop
B. go to the place and ask for the manager
C. check first with the state employment service
D. telephone the manager of the shop

19. The contract you sign at a private employment agency tells

A. where you will find jobs in your field.
B. whether and how much you must pay for their services.
C. what you must wear for an interview.
D. all of the above

20. At the company personnel office you should ask to

A. fill out an application.
B. sign a contract.
C. check their yellow pages.
D. see a counselor.



JOB SKILLS

"Identify Resources and Procedures for Seeking a Job"

Test Form B

DIRECTIONS: DO NOT WRITE ON THIS TEST! If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this test is to determine if you can identify resources and procedures for seeking a job.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the questions or completes the sentence. Mark this choice on the answer sheet provided by your instructor. To master this exam you must correctly answer at least 16 out of 20 (80%) items.

1. Newspapers list job openings in

   A. the local news section.
   B. the classified ads section.
   C. the entertainment section.
   D. all of the above

2. When you are looking for a job you should

   A. ask your friends if they have heard of any good jobs open.
   B. look at the want ads in the local newspaper.
   C. go through the yellow pages and call companies in your field to see if they have openings.
   D. all of the above

3. Jim graduated from high school in Kenosha, but is interested in moving to Green Bay. Which of the following sources in Kenosha would be most likely to have information about jobs in Green Bay?

   A. the Job Service office
   B. the Kenosha News
   C. his high school counselor
   D. local bulletin boards

Questions #4-6 are based on the want-ad to the right.

4. What would you do on this job?

   A. teach people how to drive a car
   B. fix cameras and radios
   C. sell merchandise in a store
   D. all of the above

5. When would you work on this job?

   A. every day all day
   B. whenever you want to work
   C. afternoons and evenings
   D. evenings and Saturdays

SALES HELP WANTED

Cameras
Appliances
Radio/TV

Evenings Mon-Fri

All day Sat

Some experience necessary

Call manager for appointment

855-3212

Equal Opportunity Employer

6. What should you do to get this job?

   A. call the state employment service
   B. send your resume to the manager
   C. call the manager of the store
   D. write a letter to the manager of the store

7. Lincoln has no work experience, but he is willing to work hard and to learn. Which one of the ads at the right will consider a person with no experience?

   A. ad A
   B. ad B
   C. ad C
   D. ad D

A

AUTO SALESPERSON

Growing for 1 top notch experienced professional to sell a new and used car combination. Very rare opportunity in growing suburb. Call or apply in person at:

Ernie von Schledorn
Pontiac/Buick
MAIN ST. AT HWY. 41
MENOMONEE FALLS
255-6900

B

DRY CLEANING retail route sales, experience in grocery helpful. Call Don, 781-[illegible]

C

MACHINE TOOL SALES REPRESENTATIVE

Unlimited opportunities. Straight commission. Experienced only. Send resume to E-[illegible] Journal

D

MANAGEMENT TRAINEE

Our successful direct sales program is in need of 1 experienced salesman to learn our program and grow into sales management.

-All media leads
-Exclusive products
-High commissions paid

Send your resume or call and we will mail you an application. No telephone interviews please. We will call back to arrange interviews.

[illegible]
[illegible]
[illegible]

For applications call Mr. Power

BEST COPY AVAILABLE

8. If you go to a private (for-profit) employment agency for help in getting a job, you

   A. may have to pay them a fee for helping you.
   B. have to go to the state employment service anyway
   C. have to take any job they find whether you want it or not.
   D. all of the above

9. Which of the following places may have a number of job openings listed?

   A. school counselor
   B. community-based employment agency
   C. Job Service
   D. all of the above

10. Which of the following activities are provided by Wisconsin Job Service?

   A. list job openings for all companies
   B. provide lists of jobs for some companies
   C. recommend people for employers
   D. recommend people for jobs

11. Who may use the state employment agency?

   A. anyone
   B. only unemployed people
   C. only persons with physical or mental handicaps
   D. only people who are disatisfied with their present jobs

12. What kind of employment services are often provided by community-based non-profit employment agencies?

   A. referrals to job training programs
   B. job counseling and assessment
   C. social services
   D. all of the above

13. Which best describes the services offered by Wisconsin Job Service?

   A. no cost, provide job counseling and testing, have long list of job openings
   B. no red tape, provide list of jobs for unskilled workers based on their ability to pay
   C. no crowds or lines, provide special services for skilled workers
   D. contact by phone rather than in person, provide lists of all job openings

14. When you call a large company to ask about possible job openings, you should ask for the

    A. personnel office.
    B. president's office.
    C. union steward.
    D. supply clerk.

15. Which of the following is <u>not</u> a good reason for calling an employer when looking for a job?

    A. to set up an interview
    B. to find out if a job is still available
    C. to save time looking for jobs
    D. to avoid having to fill out a job application form

16. What is an advantage of looking at a private (for-profit) employment agency to find jobs?

    A. They list all jobs available.
    B. They list all government job openings.
    C. It may take less time than going to employers yourself.
    D. all of the above

17. When you go to a personnel office looking for jobs you should

    A. demand to have a job interview immediately.
    B. ask how much the personnel office staff are paid.
    C. ask if there are any job openings.
    D. all of the above

18. It is important to find out if a company with job openings has

    A. long lunch breaks.
    B. the kind of job you want.
    C. a large parking lot.
    D. good sports teams.

19. When calling an employer about job openings you should

    A. tell a joke to break the ice.
    B. listen carefully to what the employer says.
    C. try to conduct your job interview over the phone.
    D. all of the above

20. The goal of calling an employer about possible jobs is to

A. set up an interview.
B. find out who else is applying for the job.
C. try to find out what other companies are hiring.
D. avoid filling out a job application form.

JOB SKILLS

"Complete a Job Application Form"

Test Form A

DIRECTIONS: DO NOT WRITE ON THIS TEST! If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this test is to determine if you can complete a job application form.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the questions or completes the sentence. Mark this choice on the answer sheet provided by your instructor. To master this exam you must correctly answer at least 16 out of 20 (80%) items.

1. In order to apply for a job you are asked to fill out a job application form and enclose a resume. You should

   A. write "see resume" instead of repeating information.
   B. fill out the application form completely.
   C. leave out information that you don't want anyone to know.
   D. write "N/A" for information which is also on your resume.

2. If you write "N/A" (for not applicable) in a blank on a job application form, it means that

   A. you do not know what to put in the blank.
   B. the item does not apply to you.
   C. the interviewer should not ask you about it.
   D. the question is illegal and you should not answer it.

3. When you fill out a job application, you should

   A. write in ballpoint pen.
   B. write in pencil.
   C. print in ballpoint pen.
   D. print in pencil.

4. When you fill out a job application, you should

   A. supply all of the information asked for.
   B. fill out only the parts you think are important.
   C. list only your most recent employment.
   D. fill out only your name and address until the interview.

5. A job application form asks about your

   A. job history.
   B. ideas about the company.
   C. children's ages.
   D. things you own.

6. Ronald is preparing a personal fact sheet to take with him when he applies for a job. What information would he probably <u>not</u> be asked on job application forms?

   A. his dates of employment
   B. the years he attended school
   C. the date of his marriage
   D. his social security number

7. Anita was asked her MARITAL STATUS on a job application form. Which of the following answers is appropriate?

   A. mother
   B. aunt
   C. daughter
   D. divorced

8. OCCUPATION is another word for

   A. job.
   B. background.
   C. resume
   D. rate of pay.

9. Linda is applying for a job working in a flower shop. Which one of her high school activities, extra-curricular activities and hobbies would be most important to list on the job application?

   A. cheerleader
   B. ping pong champion
   C. Garden Club
   D. church choir

10. SPOUSE means

   A. father or mother.
   B. wife or husband.
   C. brother or sister.
   D. none of the above

11. If the application blank asks you for your former employer, you should write the name of

   A. someone who knows you and your work.
   B. the last person or company you worked for.
   C. the company you are applying to.
   D. the person who referred you.

12. If you've never had a job before what should you put in the application under previous employer?

   A. write N/A
   B. explain why
   C. make one up
   D. none of your business

Use the form below to answer questions #13-14.

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL	A			
HIGH SCHOOL	B			
COLLEGE	C			
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL	D			

13. If you have just received your G.E.D., where would you put the information on this application?

A. space A
B. space B
C. space C
D. space D

14. If you plan on attending college in the future what should you put in space C?

A. date you intend to enroll
B. the name of the college
C. leave blank
D. date you intend to graduate

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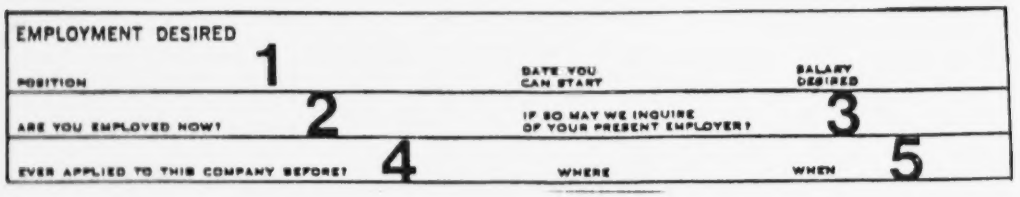
15. Theresa is applying for a job at a local company. What should she be prepared to answer?

A. what hours she can work
B. when she can start work
C. the salary she expects
D. all of the above



16. You are applying for a job and the application has some spaces like the ones above. You are working now, but your boss does not know you are looking for another job. Where would you indicate that you do not want your present boss to know you have applied for another job?

A. space 1
B. space 2
C. space 3
D. space 4

17. Which information about Jim's skills would be most important to list on his job application for a factory job?

A. can repair office machines
B. can bowl 240
C. sings in church choir
D. good handwriting

18. A good reference to put on your job application form would be your

A. father or mother.
B. best subject in school.
C. teacher or former boss.
D. all of the above

19. REFERENCE means

A. employers you've had.
B. certificates you've earned.
C. someone you can ride to work with.
D. someone who will make a statement about you.

20. When you list references you should

A. make sure you have checked with each person beforehand.
B. list their full address.
C. list only those people who you think will say good things about you.
D. all of the above

JOB SKILLS
"Complete a Job Application Form"
Test Form B

DIRECTIONS: DO NOT WRITE ON THIS TEST! If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this test is to determine if you can complete a job application form.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the questions or completes the sentence. Mark this choice on the answer sheet provided by your instructor. To master this exam you must correctly answer at least 16 out of 20 (80%) items.

1. What is the purpose of a job application form?

   A. to determine your fringe benefits
   B. to list those things which make you look good
   C. to show whether an applicant is qualified for a job
   D. to determine whether you can read and write

2. N.A. on a job application usually means

   A. never arrested.
   B. not applicable
   C. not available
   D. no answer

3. What information could you expect to be asked on a job application form?

   A. names of teachers you've had
   B. your social security number
   C. the salary you expect for this job
   D. the federal income tax paid during the last year.

4. Your fact sheet or resume

   A. lists your training, education, and experience.
   B. lists all of your grades in school.
   C. is a legal document needed for a job.
   D. must be mailed to an employer.

5. The best way to complete a job application form is to

   A. write with a pencil.
   B. write with a ballpoint pen.
   C. print with a pencil.
   D. print with a ballpoint pen.

6. What should you write on an application form if you don't have a phone number?

   A. list a good friend's number
   B. explain why you don't have a phone
   C. leave the space blank
   D. make up a phone number

7. MARITAL STATUS means

   A. married, divorced or separated.
   B. engaged to be married.
   C. whether you have children.
   D. time spent in training programs.

8. DEPENDENTS means

   A. what you expect for a minimum salary.
   B. the number of children and adults you support.
   C. the special skills you depend on.
   D. whom you depend on to get to work.

Questions #9-10 are based on the following application.

APPLICATION FOR EMPLOYMENT

WE ARE AN EQUAL OPPORTUNITY EMPLOYER

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

1 NAME _____ AGE _____ SEX _____
LAST FIRST MIDDLE

2 PRESENT ADDRESS _____
STREET CITY STATE

3 PERMANENT ADDRESS _____
STREET CITY STATE

4 PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____

5 DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____

6 MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

7 NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ CITIZEN OF U. S. A. YES ○ NO ○

8 IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT _____ REFERRED BY _____

9. On the application above, what would you put where it says "PRESENT ADDRESS"?

   A. the address of the place where you last worked
   B. the address of the place where you live now
   C. the address of your best friend
   D. the address of the company you are applying to

10. If you were sent to a job by the state employment service, where would you put that information on the application above?

    A. line 1
    B. line 4
    C. line 6
    D. line 8

11. An application form asks you for information on your education, beginning with your most recent school. Matthew attended three schools. In what order should he list them?

    A. Elm Street Elementary School, Lincoln Junior High School, Central High School
    B. Central High School, Elm Street Elementary School, Lincoln Junior High School
    C. Central High School, Lincoln Junior High School, Elm Street Elementary School
    D. Lincoln Junior High School, Central High School, Elm Street Elementary School

12. Application forms usually ask for information on

A. the names of schools you attended.
B. when you attended school.
C. whether you finished school.
D. all of the above

Questions #13-14 are based on the following application selection.

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO	1			
FROM TO	2			
FROM TO	3			
FROM TO	4			

13. If you were filling out this job application, where would you put the name of the place you are working now?

A. space 1
B. space 2
C. space 3
D. space 4

14. Brett only had two jobs including the one he has now. What should he put in space 3 and 4?

A. make up one job and leave one blank
B. put N/A in both spaces
C. make up names for both spaces
D. leave all four spaces blank

15. Betty is applying for a clerical job. She has worked as a clerk-typist at Smith & Company since 1973. Before that, she worked as a clerk at the Baker Company for two years. Which of the following would be the best way for Betty to list her work experience?

A. "Total of ten years in clerical jobs, mostly in this area."
B. "I worked for Baker until 1973 when I quit to go to work at Smith for more money."
C. "Clerk-typist, Smith & Company, 1973 - present; clerk, Baker Company, 1971 - 1973."
D. "I can do nearly any office job, and I learn very quickly."

16. James coaches basketball for the children in his neighborhood. For what jobs should he list this on the application form?

A. construction worker
B. mechanic
C. recreation director
D. insurance salesman

17. Lawrence prepared a fact sheet listing his employment and education history. His fact sheet should

A. help him to fill out application forms.
B. be used instead of the employer's application form.
C. be mailed with his resume.
D. be neatly printed in pencil.

18. Which of the following skills would NOT be important to list for a clerical job?

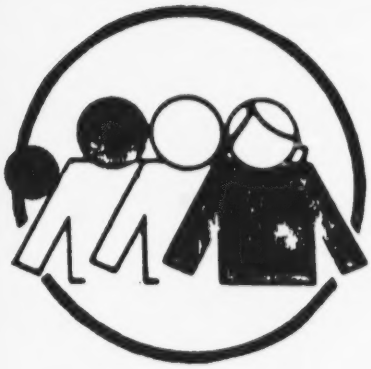
A. type 65 words per minute
B. keypunching
C. worked the switchboard
D. like small children

19. An employer asks you for REFERENCES. She wants

A. a list of past employers.
B. a copy of certificates you've earned.
C. names of people who can provide information about you.
D. none of the above

20. Which of the following is not a good reference for a job application form?

A. a former boss
B. a teacher
C. a relative
D. a member of the clergy



JOB SKILLS
"Complete a Job Application Form"

PERFORMANCE TEST

Student _____ Date of Evaluation _____

Instructor _____ Performance Attempt 1 2 3 4

Evaluator _____

DIRECTIONS: The purpose of this performance test is to determine if you can complete a job application form. To master this competency, you must demonstrate proficiency in 8 out of 10 (80%) items on the performance checklist. All critical items (*) must be marked "yes" for mastery.

Complete the two-page "Application for Employment."

APPLICATION FOR EMPLOYMENT

WE ARE AN EQUAL OPPORTUNITY EMPLOYER

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ AGE _____ SEX _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE

PERMANENT ADDRESS _____
STREET CITY STATE

PHONE NO. _____ OWN HOME RENT BOARD

DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____

CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT _____ REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

U. S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

EFFICIENCY® LINE NO. 3001

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVIN
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTE
1				
2				
3				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS _____

WERE YOU EVER INJURED? GIVE DETAILS _____

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH? _____

IN CASE OF EMERGENCY NOTIFY _____
NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TI WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE _____

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE _____

REMARKS: _____

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES _____

APPROVED: 1. _____ 2. _____ 3. _____
EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

PERFORMANCE TEST CHECKLIST

Critical Items	Items to Be Observed	Points Yes	Points No
*	1. Write or print in ink in readable style.	*1	0
*	2. Provide personal information completely and accurately.	*1	0
*	3. List education data completely and accurately.	*1	0
*	4. List work experiences from most recent to earliest. (If no work experiences, write N.A. or Not Applicable.)	*1	0
*	5. Provide the complete names and addresses of all references.	*1	0
*	6. Provide references who are NOT classmates or relatives.	*1	0
	7. Answer all appropriate questions.	1	0
	8. Use correct spelling of all words.	1	0
	9. Use correct capitalization and punctuation.	1	0
	10. Make corrections neatly.	1	0

Total Points Possible = 10
Points Needed for Mastery = 8

PERFORMANCE SCORE TOTAL _____

JOB SKILLS

"Demonstrate the Ability to Participate Effectively in a Job Interview"

Test Form A

DIRECTIONS: DO NOT WRITE ON THIS TEST! If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this test is to determine if you can demonstrate the ability to participate effectively in a job interview.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the questions or completes the sentence. Mark this choice on the answer sheet provided by your instructor. To master this exam you must correctly answer at least 16 out of 20 (80%) items.

1. The job interview takes place between you and the

   A. person in charge of hiring.
   B. sales manager.
   C. company president.
   D. person who had the job last.

2. In an interview it is important to

   A. say as little as possible about past jobs.
   B. act any way you want because the interview doesn't matter.
   C. ask questions about the job you want.
   D. answer only questions which make you look good.

3. In job interviews employers may ask questions about

   A. past jobs.
   B. personal interests.
   C. education.
   D. all of the above

4. There are a number of things you should do to prepare for a job interview. Which of the following is <u>not</u> something you should do?

   A. make a list of questions to ask the interviewer
   B. plan to argue about your salary and benefits
   C. learn something about the company and job you are applying for
   D. be ready to negotiate the salary you will be paid

5. If you have a job interview at 9:00 a.m., you should

   A. be a little late because interviews never start on time.
   B. get there exactly at 9 o'clock.
   C. get there 5 or 10 minutes early.
   D. get there at 8 o'clock to be first is line.

6. When you go to a job interview, you should

   A. dress neatly in clean clothes.
   B. wear the uniform you would wear to work.
   C. put on anything handy.
   D. wear the fanciest clothes you have.

7. In a job interview it is okay to ask questions about

   A. what duties you'll have.
   B. your benefits.
   C. hours and salary.
   D. all of the above

8. Dave is out of work and desperate to do almost anything for money. He gets an interview for a job with long hours. In the interview Dave should

   A. tell the employer he will work hard at the job.
   B. explain that he is desperate for money.
   C. tell the employer that the hours should be changed.
   D. all of the above

9. Bill has gotten a job interview with a private security agency. He knows very little about the company. He should

   A. learn about the company before the interview and find out what types of skills are needed.
   B. dress up for the interview and not worry about the history of the company.
   C. explain during the interview that he doesn't know much about the company but he'd sure like to learn.
   D. wait until the interview and see what happens.

10. Louie wants to create a good impression at his job interview. What would not be a good question to ask?

    A. Is there a chance for working extra hours?
    B. How many holidays do employees get?
    C. Is there any possibility for advancement?
    D. What are people like where I'll be working?

11. Before going to an interview it is important to

    A. bring along an attractive friend.
    B. wash and wax your car in case the boss sees you coming.
    C. know something about the company.
    D. all of the above

12. Jennie wants to be at her interview on time so she asks her friend Dave to give her a ride. Dave should

    A. stay outside.
    B. speak as a reference for his good friend.
    C. ask to sit in on the interview.
    D. come inside and wait with Jennie.

13. At a job interview, it is good practice to spend the most time discussing

    A. money matters.
    B. raises.
    C. company benefits.
    D. your qualifications for the job.

14. Which of the following should you not do at a job interview?

    A. ask the interviewer questions
    B. show that you have a sense of humor
    C. interrupt the interviewer
    D. all of the above

15. During a job interview you should

    A. try to impress the interviewer by boasting of your abilities and confidence.
    B. show how relaxed and friendly you are by telling stories and jokes.
    C. speak only when you are questioned to show that you will be a good worker.
    D. feel free to ask questions and look directly at the interviewer.

16. After a job interview, it is a good idea to

A. send a gift.
B. write a thank you letter.
C. wait one month before checking back.
D. phone the interviewer later in the day.

17. Five years ago, Mary quit her job to raise a family. Now, because the family needs money, she wants to go back to work. An interviewer asks her, "Who will take care of your children while you work?" Which answer is best?

A. "I don't know, if I can find someone to take care of them."
B. "It's none of your business."
C. "How does that question relate to the job?"
D. "I know that's important and I'll make arrangements for the children."

18. During a job interview you should

A. smoke a cigarette.
B. ask questions.
C. talk about people you know.
D. walk right in and make yourself feel at home.

19. After a job interview is over you should

A. thank the interviewer.
B. ask when the decision will be made.
C. ask to be called about the decision.
D. all of the above.

20. At the end of the job interview if the employer hasn't said anything about getting the job, you should

A. figure you blew it.
B. wait a few days then forget about it.
C. ask when they'll be making their decision.
D. ask what went wrong and see if you can get another interview.

JOB SKILLS

"Demonstrate the Ability to Participate Effectively
In a Job Interview"

Test Form B

DIRECTIONS: DO NOT WRITE ON THIS TEST! If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this test is to determine if you can demonstrate the ability to participate effectively in a job interview.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the questions or completes the sentence. Mark this choice on the answer sheet provided by your instructor. To master this exam you must correctly answer at least 16 out of 20 (80%) items.

1. The main purpose of a job interview is to

   A. make sure all forms have been filled out.
   B. find out about an employee's attitude, behavior, and interest in the job.
   C. introduce employees to company rules.
   D. discuss salary and fringe benefits of the job.

2. A job interview is

   A. held after you have been hired.
   B. part of a "weeding out" process.
   C. just a formality and not that important.
   D. all of the above

3. Which of the following statements is true about job interviews?

   A. The interviewer learns a lot about you from the way you act.
   B. An interview is not really very important in getting a job.
   C. You should not ask questions during a job interview.
   D. The interviewer usually has no say in who is hired.

4. Susie is applying for a part-time clerical position to work at during her summer vacation. She is going to the job interview after school. She should

   A. make sure she's dressed properly for the interview.
   B. explain that she's just interested in the job for a few months until summer vacation ends.
   C. tell the employer that he's lucky to get a student for this job.
   D. wear her school clothes and explain that the students like jeans and t-shirts.

5. To prepare for a job interview you should

   A. get a good night's sleep.
   B. check out transportation to the interview.
   C. collect information for the job application.
   D. all of the above

6. Margo has an interview for a secretarial job in a few days. She should

   A. not think about the job so she can act herself during the interview.
   B. plan out what she wants to say.
   C. plan to go to a late movie the night before the interview.
   D. buy a pretty cocktail dress to look sexy.

7. Under what conditions is it okay to wear sloppy or dirty clothes to an interview?

   A. when the working conditions are so bad you have to wear old clothes
   B. at an auto repair shop
   C. when the employees dress that way
   D. never

8. If you have a job interview at 10:00 a.m., you should

   A. be late because interviews never start on time.
   B. get there exactly at 10 o'clock.
   C. get there 5 or 10 minutes early.
   D. get there at 9 o'clock to be the first in line.

9. When you go on a job interview, you should

A. dress neatly and be well groomed.
B. wear the uniform you would wear to work.
C. put on anything that is handy.
D. wear the fanciest clothes you have.

10. During the interview, you should

A. not answer any questions because you may get in trouble.
B. brag if you have to so you sound really great.
C. talk all the time and tell the interviewer everything.
D. answer all questions completely and honestly.

11. Carolina, at age 18, is applying for her first job. The interviewer surprises her by asking, "What do you hope to be doing 10 years from now?" Carolina should answer:

A. "I hope I'll be married and won't have to work."
B. "Could we come back to that question later?"
C. "I hope I'll be making a lot of money and driving around in a sports car."
D. "I hope to be working at a job which is challenging to me."

12. Mr. Tolken has been out of work for three months. Now he has a lot of bills he can't pay. He thinks he would take almost any kind of job just to put food on the table. An interviewer asks him, "Why do you want to work for our company?" Mr. Tolken should answer:

A. "I think I could do a good job here."
B. "One company is as good as another."
C. "I don't care where I work. I'll take any job just to put food on the table."
D. "I don't know."

13. Robert drove Maria to her job interview. Now he should

A. go to the interview with her.
B. wait in the car.
C. speak as her reference.
D. ask the interviewer about other openings.

14. During a job interview you should

A. smoke if it helps you relax.
B. chew gum.
C. look right at the interviewer.
D. all of the above

15. During a job interview you should

A. look wide awake and sit up straight.
B. use a firm handshake.
C. speak clearly and distinctly.
D. all of the above

16. During a job interview you should <u>not</u>

A. refuse to answer questions which may make you look bad.
B. smile a lot.
C. be honest.
D. be enthusiastic.

17. During a job interview, the interviewer asked Roosevelt if he would take a test. He should

A. say, "I don't like tests. I won't take it."
B. decide this is part of getting the job and say, "Yes, I'll be glad to take it."
C. promise to bring in his high school transcript instead.
D. before he decides whether or not to take it, ask to see the test.

18. Which of the following would be the best activity for Sue Ellen to do to prepare for a job interview?

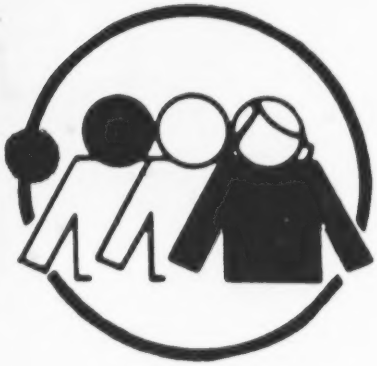
A. try on eye-catching jewelry
B. practice calling the interviewer by her first name
C. pick out an inpressive book to carry on the interview
D. practice answering questions about her past jobs and experience

19. After an interview, you should thank the interviewer for seeing you

A. only if you get the job.
B. never
C. always.
D. only if you like the interviewer.

20. The interviewer agrees to tell you whether or not you got the job within a few days. After almost a week you have heard nothing. You should

A. know that you will not be hired.
B. wait until several more days have passed.
C. call and ask if the decision has been made.
D. call to arrange for another interview.



JOB SKILLS
"Participate Effectively in a Job Interview"

PERFORMANCE TEST

Student _____ Date of Evaluation _____

Instructor _____ Performance Attempt 1 2 3 4

DIRECTIONS: The purpose of this performance test is to determine if you are able to participate effectively in a job interview. To master this competency, you must demonstrate proficiency in 8 out of 10 points (80%) on the performance checklist. All critical items (*) must be marked "yes" for mastery.

You will be interviewed for a job. (The interview will be conducted by a person responsible for hiring in a business or government agency.)

JOB SKILLS
"Participate Effectively In a Job Interview"

PERFORMANCE TEST CHECKLIST

Critical Items	Items to Be Observed	Points Yes	Points No
*	1. Demonstrate proper dress and grooming.	*1	0
	2. Give your resume to the interviewer.	1	0
*	3. Explain why you want the job.	*1	0
*	4. Explain why you are suited for the job.	*1	0
	5. Explain your career goals.	1	0
*	6. Describe your educational background.	1	0
	7. Demonstrate good eye contact.	1	0
	8. Use firm, pleasant tone of voice.	1	0
	9. Control hands, legs and facial movements.	1	0
*	10. Answer questions truthfully and directly.	*1	0

Total Points Possible = 10
Points Needed for Mastery = 8

PERFORMANCE SCORE TOTAL _____

JOB SKILLS

"Identify Proper Work Habits, Attitude and Behavior"

Test Form A

DIRECTIONS: DO NOT WRITE ON THIS TEST! If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this test is to determine if you can identify proper work habits, attitudes and behavior.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the questions or completes the sentence. Mark this choice on the answer sheet provided by your instructor. To master this exam you must correctly answer at least 16 out of 20 (80%) items.

1. A good attitude toward work is best expressed by which of the following statements?

   A. I think I do my job very well, and I am proud of it.
   B. I don't think I am going to last very long at this job.
   C. Some days I can't wait for the end of the day.
   D. I would rather do my work wrong than ask for help.

2. You should try to do your job better

   A. only if your boss complains about your work.
   B. only if you like what you are doing.
   C. to get a promotion.
   D. all of the above

3. Workers who have a complaint about their job should

   A. speak to their supervisor.
   B. ask for a more interesting job.
   C. complain to their co-workers.
   D. take off early.

4. It's been a very busy week and you already have more work than you can get done. But your boss asks you to help a new employee. You should

   A. say, "I will when I get time."
   B. do what the boss says right away.
   C. tell the boss it's not your job.
   D. ignore the new employee after the boss leaves.

5. Your job hours are from 8:30 a.m. to 5:00 p.m. with a half hour for lunch. On the first day you should

   A. be ready to work at 8:00 a.m.
   B. walk in the door at 8:30 a.m.
   C. be ready to work at 8:30 a.m.
   D. expect to have some free time.

6. Which of the following is proper dress for a used car salesman?

   A. blue jeans and work shirt
   B. sport shirt and tie
   C. tuxedo
   D. all of the above

7. On your job you have to wear steel-plated safety shoes to protect your feet. You don't like to wear them because they are very heavy. What should you do?

   A. wear regular shoes that look like the safety shoes
   B. tell your boss that you don't like them and won't wear them
   C. refuse to work unless they let you wear what you want
   D. try to get used to the safety shoes so you can wear them at work

8. For the last month you have been required to work overtime, and you're not very happy. You should

   A. quit right away.
   B. call in sick once in a while.
   C. talk to your supervisor to see how long this may go on.
   D. talk to the president of the company.

9. Jean finished her work $\frac{1}{2}$ hour before quitting time. Her boss hasn't given her any other work to do. She should

   A. just knock off and relax because there will be more work tomorrow.
   B. try to look like she is working so her boss won't know she has nothing to do.
   C. look for something else to do or help someone else with their work.
   D. tell the boss that she is done with her work and she is leaving for the day.

10. Pete overslept. He knows that he is going to be over an hour late for work. The best thing for him to do is to

   A. not worry about it. Everyone is late once in a while.
   B. just take his time and figure out what to say when he gets to work.
   C. take the whole day off because it's easier than explaining that he overslept.
   D. call the office and tell them that he overslept and that he will be late.

11. Your boss complains that you have been late to work three out of the last four days. You should answer

   A. "What difference does it make as long as I get my work done?"
   B. "If we worked better hours I could get here on time."
   C. "Sorry, I'll try harder to get here on time from now on."
   D. "Other people come in as late as I do. Yell at them, not me."

12. On her first day, Sue is assigned to sort bolts with Mary Jane. Mary Jane doesn't seem happy working at this job. Sue should

   A. be friendly and polite but ignore Mary Jane's complaints.
   B. talk to Mary Jane about the job to see if she can cheer her up.
   C. tell Mary Jane to stop complaining and get to work.
   D. tell Mary Jane to talk to her supervisor.

13. Employers expect new workers to get along with their co-workers. Which of the following is <u>not</u> a good way for Al to act on his first day?

   A. ask fellow workers questions about how to do the job
   B. listen carefully to what others say to him
   C. smile at people he meets
   D. laugh and joke around all day to make friends

14. Cooperation on the job demands that each worker

A. help out another when it's necessary to get the job done.
B. tell others how to do their job better.
C. report to supervisors any arguments between workers.
D. all of the above

15. Which one of the following statements is <u>true</u> about probation periods for a new job?

A. Workers cannot be fired during their probation period.
B. New workers on probation are not expected to follow company rules.
C. Probation periods ususally last 3-5 years.
D. Supervisors use the probation period to see what new workers can do.

Answer questions #16-17 based on the situation described below.

Bob's first day at the Burgerhouse began during the lunch hour. Mr. Bill, the boss, showed Bob how to make fries and fix cokes. He said, "OK, Bob, take over." Bob started fixing up coke orders and then had to fill some orders for fries. When the fries ran out, he had to make more, but he forgot how many minutes to cook them. Bob left the fries in the deep fryer too long and they came out burnt. Orders began backing up. Then Mr. Bill told Bob to get out of the way if he couldn't do things right.

16. Bob should have

A. told Mr. Bill he didn't want to make fries.
B. asked another worker how long to put in the fries.
C. told another worker to take care of the fries while he was fixing cokes.
D. none of the above

17. In the example above, Bob is mad at his boss. He should tell him

A. "I forgot how long to cook the fries; next time I'll ask."
B. "If you don't like me, get someone else to do this job."
C. "Don't get mad at me, I was just doing what you told me."
D. "You should have told me how to cook the fries."

18. During a probation period

A. the company must keep you as an employee.
B. your supervisor will evaluate your work.
C. you can ask for a transfer if you don't like your job.
D. none of the above

19. You must work closely with another employee in order to do your work. The other employee does not do the job right some of the time. You should

A. try to cover it up and do both jobs.
B. complain to the boss right away.
C. do nothing and hope it changes.
D. talk to the other employee about it.

20. Luther has a hard time balancing the demands of his job with the needs of his family. When he needs to run errands for his children, he should

A. take days off from work.
B. take off work and call in sick.
C. find a way to help out after his working hours.
D. leave the job and hope he won't be missed.

JOB SKILLS

"Identify Proper Work Habits, Attitude and Behavior"

Test Form B

DIRECTIONS: DO NOT WRITE ON THIS TEST! If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this test is to determine if you can identify proper work habits, attitude and behavior.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the questions or completes the sentence. Mark this choice on the answer sheet provided by your instructor. To master this exam you must correctly answer at least 16 out of 20 (80%) items.

1. Job promotions are often based on the employer's idea of a worker's attitude. Which of the following would help in getting a promotion?

   A. following company rules
   B. always coming to work on time
   C. doing more than asked without complaining
   D. making friends with everyone

2. The boss says you have a "bad attitude". This may mean

   A. you like to drink too much.
   B. you don't have a lot of friends.
   C. you aren't very interested in the kind of job you're doing.
   D. you work too fast and make others look bad.

3. George's boss says George has a positive attitude about work. This means that George

   A. is not a reliable worker.
   B. doesn't have to follow company rules.
   C. can ask for more time off.
   D. is a reliable worker.

4. Betsy has been asked to do a dull and dirty job at the dime store. She should

   A. do a poor job so the boss won't assign her this kind of work again.
   B. complain about the assignment.
   C. inform her supervisor that she feels ill.
   D. get the job done as soon as she can.

5. Which of these is proper dress for a salesman in a shoe store at the local shopping center?

   A. blue jeans and faded t-shirt
   B. jacket and tie
   C. shorts and sweatshirt
   D. overcoat

6. If your job is scheduled to start at 8:00 a.m., you should

   A. show up at 7:00 a.m.
   B. be no more than 10 minutes late.
   C. be working at 8:00 a.m.
   D. walk in the door at 8:00 a.m.

7. For the last month you have been required to work overtime. You should

   A. quit right away.
   B. call in sick once in a while.
   C. talk to your supervisor and see how long this may go on.
   D. talk to the president of the company.

8. Your job is working on a machine and you are told to wear safety glasses. You should

   A. keep the glasses in your pocket so they don't get broken.
   B. tell your boss that you don't like to wear glasses.
   C. wear your own regular glasses instead of the safety glasses.
   D. wear the safety glasses whenever you are running the machine.

9. George's boss asked him to work an extra hour to finish a very important rush job. What should he do?

   A. tell the boss he'll work if he is paid double for the extra time
   B. agree to work because it doesn't happen often and the boss needs help
   C. refuse to do it because there is no job that can't wait
   D. tell the boss to find someone else to do the work

10. If your supervisor gives you a lot of orders, you should

A. tell the supervisor that you won't be bossed around.
B. do what you are asked because it's the boss's job to give orders.
C. quit because no one should be able to order you around.
D. complain to everyone else that the boss likes to pick on you.

11. If you feel too ill to go to work, you should

A. call and let someone know you won't be in.
B. tell your boss why you were out when you are better.
C. not worry about it. Everyone gets sick once in a while.
D. call when you happen to think about it.

12. Mike was hired as a packer at the corner grocery store. What is one thing he should <u>not</u> do on his first day?

A. spend some time getting to know each of his co-workers
B. watch carefully as his boss shows him how to pack grocery bags
C. ask a lot of questions to make sure he's doing things right
D. smile at customers when he's done packing their bags

13. To get along with co-workers you should

A. tell them what you really think of them.
B. socialize after work.
C. listen to what they have to say, and respond in a friendly way.
D. all of the above

14. Most employers expect new workers to

A. show some interest in what they do.
B. work very carefully, not going too fast at first.
C. ask fellow workers if they have questions.
D. all of the above

15. Mary's new job demands that she work in the duplicating room sorting and putting copies in order. She learns fast and enjoys her work. Since she wants to make a good impression, she works as fast as she can. Later in the day her supervisor tells her that many of the copies she made were wrong. She should

A. explain that while she made mistakes, she made a lot of copies.
B. slow down and make sure there are no more mistakes.
C. tell her supervisor that the machine may not be working properly.
D. ask for another assignment.

16. The purpose of a probation period is to

A. teach company rules.
B. conduct training.
C. punish new workers.
D. let the company decide whether to hire you permanently.

17. What does probation mean?

A. trial period
B. overtime wages
C. a warning
D. all of the above

18. John and Jim work in the maintenance department. John uses a workbench in the morning, and Jim uses it the afternoon. John always leaves a big mess that Jim has to clean up before he can do his work. What should Jim do?

A. leave a note for John
B. use another work area
C. leave the mess for someone else
D. request a transfer

19. When you try to solve a problem with co-workers,

A. each person may have to give in a little.
B. you should quit if you don't get your way.
C. you should do just what your co-workers want.
D. you should try to get your supervisor on your side.

20. Most employers expect their workers to

A. take a few days off every couple of weeks.
B. use all their sick days each year.
C. come to work every day even when they are sick.
D. come to work every day unless they are sick.

JOB SKILLS

"Describe Standard Benefits and

Payroll Structures"

Test Form A

DIRECTIONS: DO NOT WRITE ON THIS TEST! If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this test is to determine if you can describe standard benefits and payroll structures.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the questions or completes the sentence. Mark this choice on the answer sheet provided by your instructor. To master this exam you must correctly answer at least 16 out of 20 (80%) items.

1. F.I.C.A. is another name for

   A. federal savings bonds deductions.
   B. state tax.
   C. social security.
   D. unemployment compensation.

2. Which of the following is not a fringe benefit?

   A. state taxes
   B. health insurance
   C. pension
   D. paid vacation

3. Unemployment insurance programs give cash benefits to workers who

   A. have just graduated from school and are job hunting.
   B. have been fired for bad conduct.
   C. quit work to return to school full time.
   D. have been involuntarily laid off.

4. Which of the following would disqualify a worker from receiving unemployment compensation benefits in Wisconsin?

   A. being fired for a good reason
   B. looking for work
   C. being laid off
   D. all of the above

5. Things that you must report when collecting unemployment benefits include all <u>but</u>

   A. wages earned during the base year.
   B. money made on odd jobs.
   C. health insurance premiums.
   D. vacation pay.

6. For how long can a worker be eligible to receive unemployment compensation?

   A. until death
   B. until the person turns 65
   C. until another job is found for at least 4 weeks
   D. until another job is found for at least 26 weeks

7. Which of the following workers would be eligible for worker's compensation benefits?

   A. Terry came to work high on drugs and fell over a piece of equipment. She broke her arm and could not work for a month.
   B. Lonnie got a job-related disease and could not work for six months.
   C. Jose was injured at home when a box fell on him.
   D. Fredrick was in a car accident while on vacation.

8. The smallest amount an employer can pay someone is the

   A. base rate.
   B. minimum wage.
   C. piece work.
   D. gross pay.

9. If you work over forty hours a week you usually get

   A. better benefits.
   B. time and a half.
   C. fewer taxes.
   D. a higher pension.

10. Which one of the following would not be covered by worker's compensation?

A. all medical costs connected with the injury
B. partial salary as permanent disability payments
C. death benefits
D. family health insurance costs

11. Health insurance for your family

A. usually costs extra depending on how many kids you have.
B. means getting separate policies for each family member.
C. often is available at little or no extra costs.
D. is available only if your family members work for the company, too.

12. Pension plans are designed to

A. give you money when you're sick.
B. give you money when you retire.
C. replace FICA.
D. provide better health insurance.

13. If you join a union, you pay dues

A. for the job training a union must give to its members.
B. until your apprenticeship is over.
C. because the "right to work" laws require it.
D. to have the union represent you in dealing with the company.

14. Workers on a pension plan

A. sometimes pay part of the cost of the pension.
B. don't need health insurance.
C. always pay for the entire pension.
D. must be over 50 years old.

15. The W-4 form is used

A. to apply for government jobs.
B. to measure your vocational skills for job placement.
C. to determine how much federal tax to withhold from your pay.
D. to report unemployment claims to the state employment office.

16. Worker's compensation is

A. the amount of money you actually take home.
B. the lowest amount you can legally be paid per hour.
C. a form of insurance that pays you money if you are injured on the job.
D. a form of insurance that pays you money if you are injured off the job.

Employee Mark Pearse

Payroll No. 82-435

Dates Worked 5/12 - 5/26

	DEDUCTIONS				NET PAY
PAY	F.I.C.A	Federal Tax	State Tax	Health Ins.	
$420.00	$28.14	$46.20	$14.20	$9.05	$322.41

Use the payroll check stub above to answer questions #17-19.

17. How much was Mark's take-home pay?

A. $322.41
B. $ 97.59
C. $ 60.40
D. $ 28.14

18. What was Mark's gross salary for this pay period?

A. $ 28.14
B. $ 46.20
C. $322.41
D. $420.00

19. How much money was deducted from Mark's earnings for income tax purposes?

A. $28.14
B. $60.40
C. $88.54
D. $97.59

20. Some companies allow employees to have money taken from their paychecks for purposes named by the employee. All of the following are deducted from some employees' paychecks EXCEPT

A. U.S. Savings Bond fund.
B. United Way contributions.
C. union dues.
D. church contributions.

JOB SKILLS
"Describe Standard Benefits and
Payroll Structures"
Test Form B

DIRECTIONS: DO NOT WRITE ON THIS TEST! If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this test is to determine if you can describe standard benefits and payroll structures.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the questions or completes the sentence. Mark this choice on the answer sheet provided by your instructor. To master this exam you must correctly answer at least 16 out of 20 (80%) items.

1. The money amount shown on your pay check before deductions is called

   A. federal taxes.
   B. gross salary.
   C. net salary.
   D. F.I.C.A.

2. The amount of money deducted from your paycheck for social security is often found on your paycheck under

   A. F.I.C.A.
   B. gross pay.
   C. state tax.
   D. federal tax.

3. Working full time usually means working

   A. 7 hours a day, 5 days a week.
   B. 4 hours a day or 32 hours a week.
   C. 8 hours a day or 40 hours a week.
   D. 30 weeks in one year.

4. Your take-home pay is the same as your

   A. gross salary.
   B. net salary.
   C. federal tax.
   D. social security.

5. Mary's gross salary for one week's work is $175.00. All deductions including state and federal taxes and social security are $37.00. How much is Mary's take home pay?

   A. $175.00
   B. $212.00
   C. $ 37.00
   D. $138.00

6. In order to collect umemployment compensation you must report

   A. any income from odd jobs.
   B. your health insurance premiums.
   C. your spouse's earnings.
   D. all of the above

7. Which of the following is a fringe benefit?

   A. health insurance
   B. life insurance
   C. pension
   D. all of the above

8. Paid time off usually includes paid

   A. weekends.
   B. taxes.
   C. health insurance.
   D. vacations and sick days.

9. Workers involved in group health insurance plans

   A. never pay anything for the insurance.
   B. always pay for all of the insurance.
   C. may have to pay for a part of the insurance.
   D. never get paid for sick days.

10. Pension plans give you money when you

A. are sick.
B. retire.
C. need a loan.
D. are hurt on the job.

11. Which of the following statements is true about employee health insurance plans?

A. Most or all of the cost of insurance premiums is covered by the employer.
B. It is impossible for your family to be covered under your plan.
C. Health insurance usually pays for time off the job when you get sick.
D. all of the above

12. A form of insurance that pays you money if you are hurt on the job is called

A. group health.
B. worker's compensation.
C. unemployment compensation.
D. all of the above

13. If you are temporarily disabled due to an injury on the job, you will

A. be paid part of your salary until you are able to go back to work.
B. be paid part of your salary unless you are in the hospital.
C. be fired from your job if you don't have any family health insurance.
D. not be paid any money if you need to be trained for another job.

14. Which of the following would not be covered under worker's compensation?

A. You break your arm at work.
B. You get a work related disease.
C. Your wife has a car accident.
D. You are injured by a machine at work.

15. Unemployment benefits are for those people who

A. don't want to look for a job.
B. get laid off because there was no work.
C. have never worked.
D. all of the above

16. Where do you go to file a claim for unemployment benefits?

A. your ex-employer
B. any employment agency
C. Job Service
D. the welfare office

17. If you become temporarily disabled off the job you may collect part of your salary while not working if you have

A. health insurance.
B. a pension plan.
C. unemployment insurance.
D. disability insurance.

18. Workers are eligible to receive unemployment compensation until they find another job

A. for 1-2 months.
B. for at least 26 weeks.
C. for up to 3 years.
D. until they turn 65.

19. Paycheck deductions are sometimes made for purposes set by the employee. Which of the following could be a payroll deduction for many employees?

A. United Way donations
B. church dues
C. alimony payments
D. home mortgages

20. The lowest wage rate that most employers may pay their employees is called

A. incentive pay.
B. piece work wage.
C. minimum wage.
D. merit pay.

Competency Test for Identify Resources and Procedures for Seeking a Job

General Area JOB SKILLS

Form A

1. A B **C** D
2. A B C **D**
3. A **B** C D
4. A B **C** D
5. **A** B C D
6. A B **C** D
7. **A** B C D
8. A B **C** D
9. A B C **D**
10. **A** B C D
11. A **B** C D
12. A B C **D**
13. **A** B C D
14. A B C **D**
15. A B **C** D
16. A **B** C D
17. A B C **D**
18. A **B** C D
19. A **B** C D
20. **A** B C D

Form B

1. A **B** C D
2. A B C **D**
3. **A** B C D
4. A B **C** D
5. A B C **D**
6. A B **C** D
7. A **B** C D
8. **A** B C D
9. A B C **D**
10. A **B** C D
11. **A** B C D
12. A B C **D**
13. **A** B C D
14. **A** B C D
15. A B C **D**
16. A B **C** D
17. A B **C** D
18. A **B** C D
19. A **B** C D
20. **A** B C D

Competency Test for Complete a Job Application Form

General Area JOB SKILLS

Form A

1. A (B) C D
2. A (B) C D
3. A B (C) D
4. (A) B C D
5. (A) B C D
6. A B (C) D
7. A B C (D)
8. (A) B C D
9. A B (C) D
10. A (B) C D
11. A (B) C D
12. (A) B C D
13. A (B) C D
14. A B (C) D
15. A B C (D)
16. A B (C) D
17. (A) B C D
18. A B (C) D
19. A B C (D)
20. A B C (D)

Form B

1. A B (C) D
2. A (B) C D
3. A (B) C D
4. (A) B C D
5. A B C (D)
6. (A) B C D
7. (A) B C D
8. A (B) C D
9. A (B) C D
10. A B C (D)
11. A B (C) D
12. A B C (D)
13. (A) B C D
14. A (B) C D
15. A B (C) D
16. A B (C) D
17. (A) B C D
18. A B C (D)
19. A B (C) D
20. A B (C) D

Competency Test for Demonstrate the Ability to Participate Effectively in a Job Interview

General Area JOB SKILLS

Form A

1.	(A)	B	C	D
2.	A	B	(C)	D
3.	A	B	C	(D)
4.	A	(B)	C	D
5.	A	B	(C)	D
6.	(A)	B	C	D
7.	A	B	C	(D)
8.	(A)	B	C	D
9.	(A)	B	C	D
10.	A	(B)	C	D
11.	A	B	(C)	D
12.	(A)	B	C	D
13.	A	B	C	(D)
14.	A	B	(C)	D
15.	A	B	C	(D)
16.	A	(B)	C	D
17.	A	B	C	(D)
18.	A	(B)	C	D
19.	A	B	C	(D)
20.	A	B	(C)	D

Form B

1.	A	(B)	C	D
2.	A	(B)	C	D
3.	(A)	B	C	D
4.	(A)	B	C	D
5.	A	B	C	(D)
6.	A	(B)	C	D
7.	A	B	C	(D)
8.	A	B	(C)	D
9.	(A)	B	C	D
10.	A	B	C	(D)
11.	A	B	C	(D)
12.	(A)	B	C	D
13.	A	(B)	C	D
14.	A	B	(C)	D
15.	A	B	C	(D)
16.	(A)	B	C	D
17.	A	(B)	C	D
18.	A	B	C	(D)
19.	A	B	(C)	D
20.	A	B	(C)	D

Competency Test for Identify Proper Work Habits, Attitude and Behavior

General Area JOB SKILLS

Form A

1. (A) B C D
2. A B (C) D
3. (A) B C D
4. A (B) C D
5. A B (C) D
6. A (B) C D
7. A B C (D)
8. A B (C) D
9. A B (C) D
10. A B C (D)
11. A B (C) D
12. (A) B C D
13. A B C (D)
14. (A) B C D
15. A B C (D)
16. A (B) C D
17. (A) B C D
18. A (B) C D
19. A B C (D)
20. A B (C) D

Form B

1. A B (C) D
2. A B (C) D
3. A B C (D)
4. A B C (D)
5. A (B) C D
6. A B (C) D
7. A B (C) D
8. A B C (D)
9. A (B) C D
10. A (B) C D
11. (A) B C D
12. (A) B C D
13. A B (C) D
14. A B C (D)
15. A (B) C D
16. A B C (D)
17. (A) B C D
18. (A) B C D
19. (A) B C D
20. A B C (D)

Competency Test for Describe Standard Benefits and Payroll Structure

General Area JOB SKILLS

Form A

1. A B (C) D
2. (A) B C D
3. A B C (D)
4. (A) B C D
5. A B (C) D
6. A B C (D)
7. A (B) C D
8. A (B) C D
9. A (B) C D
10. A B C (D)
11. A B (C) D
12. A (B) C D
13. A B C (D)
14. (A) B C D
15. A B (C) D
16. A B (C) D
17. (A) B C D
18. A B C (D)
19. A (B) C D
20. A B C (D)

Form B

1. A (B) C D
2. (A) B C D
3. A B (C) D
4. A (B) C D
5. A B C (D)
6. (A) B C D
7. A B C (D)
8. A B C (D)
9. A B (C) D
10. A (B) C D
11. (A) B C D
12. A (B) C D
13. (A) B C D
14. A B (C) D
15. A (B) C D
16. A B (C) D
17. A B C (D)
18. A (B) C D
19. (A) B C D
20. A B (C) D